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ABSTRACT

This report reviews the accomplishments of a literacy tutoring program--"Independence Through Literacy"--which was funded in its first year by a grant from the U.S. Department of Education, Title VI Library Literacy. This program had as its objective to demonstrate that literacy should be included among the basic skills that are fundamental to the rehabilitation of the young chronic mentally ill adult. The following program components/issues are discussed: (1) volunteer recruitment; (2) tutor training and matches of tutors and students; (3) administration, structure, advisory committee, and Literacy Volunteers of America affiliation; (4) budget of federal funds spent (budget breakdown); (5) pre- and post-testing of clients/students (e.g., the Rosenberg Measure of Self-Esteem and the New Jersey Standard Level of Functioning Scale) and clinicians' comments on student progress; (6) library component (introduction of students to the public library by their tutors); and (7) a workshop held in 1988 for mental health professionals and institutional librarians. A concluding statement summarizes and reflects on the findings of the program, which is described as successful by those who were involved at its various levels. (CGD)

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LITERACY AS A TREATMENT MODALITY

FOR YOUNG CHRONIC MENTALLY ILL ADULTS

"INDEPENDENCE THROUGH LITERACY"

Narrative Report

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INTRODUCTION

The proposal, Literacy as a Treatment Modality for Young Chronic Mentally Ill Adults, was awarded a U.S. Department of Education Title VI Library Literacy Grant of $24,949. We used the name "Independence Through Literacy" throughout the period of the grant to stress the positive nature of the program and to aid in recruitment. The grant period started on October 1, 1987 (the Project Director began work on December 15, 1987) and ended with a six-week extension, on February 11, 1988.

Grant funding gave us the opportunity to show that literacy should be included among the basic skills that are fundamental to the rehabilitation of the young chronic mentally ill adult. The grant enabled us to establish a well-integrated, efficient and very cooperative organization that provides one-to-one literacy tutoring to the mentally ill. Although we were not able to make as many tutor/student matches as originally planned during the grant period, funding for the program is now being provided by the Rhode Island Department of Mental Health, Retardation and Hospitals, indicating that mental health officials in Rhode Island feel that the literacy program is worthwhile and should continue.

GOALS AND OBJECTIVES

Our primary goal for the grant period, to establish an ongoing literacy tutoring program as a component of the statewide mental health system in Rhode Island, through the cooperation of three agencies: the Department of State Library Services, the Institute of Mental Health, and Literacy Volunteers of America--Rhode Island, Inc., has been accomplished.

The objectives of the grant were to increase the literacy level of Rhode Island's mental health clients both residing in the institution and in the community and to determine whether this improvement in literacy skills could be associated with increased self-esteem, enhanced communication skills and an ability to live more independently. Tutor recruitment and maintenance of matches proved to be major hurdles. We were not able to recruit enough volunteers quickly enough to provide a full nine of months tutoring to the planned 55 students. We presently have 22 active matches but only 8 of these had completed enough time and tutoring hours to be tested. We did achieve positive post-test results on the literacy testing with the smaller number of students and in a shorter span of time. The communication skills and social functioning skills post-tests showed slightly positive results. Periodic progress testing of students will continue even though the grant period has now ended. We are hoping that the psychosocial measures will be more positive when a larger group is tested over a longer period of time. One difficulty we have encountered is the large turnover in staff of day treatment centers case managers. Many of the students were given the post-test by a different person than had given the pre-test.

Another component of the grant involved introducing students to their local public libraries; tutors and students were provided with a lesson on the use of the library and encouraged to visit the library together. The final component was a workshop for institutional librarians and mental health professionals at which we shared the experience of implementing this grant program and reported on the results of post-testing, both of literacy skills and psychosocial adjustment.

VOLUNTEER RECRUITMENT

Extensive publicity campaigns were conducted throughout the grant period: recruitment flyers on bright paper, periodically reworded and refined to appeal to potential volunteers, were sent to libraries, churches, volunteer groups, businesses, mental health advocacy groups, local government agencies, professional and retiree organizations, and the U.S. Navy, based in Newport (see Appendix III for Recruitment Flyer). Our requests also appeared in community newspapers throughout the state, in the state library agency newsletter, the LVA newsletter, the Navy newsletter, the Mental Health Association newsletter, a corporation newsletter, on several radio stations, and on cable television community bulletin boards. Janet Laffey, Project Director, was also interviewed for the local ABC affiliate news program but the section was cut for a news story. Other attempts to get coverage on television and by the major newspaper have been unsuccessful so far. Recruitment brochures and a cover letter by the Director of the Department of Mental Health Retardation and Hospitals were twice enclosed in the paychecks of the 3,000 member staff of the Department of Mental Health, Retardation and Hospitals. The project administrator and Project Supervisor also spoke to several organizations including the Rhode Island Literacy Council, the Coalition of Library Advocates, Delta Kappa Gamma, a society of women educators, the Mental Health Association, and the staff of the Institute of Mental Health's Department of Rehabilitative Activities. A public relations person referred by Volunteers in Action also assisted and advised on the recruitment efforts. Despite all these efforts we were only able to recruit 46 of the intended 60 volunteer staff and the recruitment spanned the 16 1/2 month period of the

grant. Several volunteers dropped out of the program. The majority of our volunteers joined in response to announcements in their church bulletins or in newspapers.

TUTOR TRAINING AND MATCHES

Five 15-hour tutor training workshops, using methods developed by Literacy Volunteers of America, were conducted from February 1987 through October 1987. 46 tutors were trained during these workshops to teach adults to read. 30 of these tutors remain available to the program; 22 are currently active. Several potential tutors dropped out of the program because they felt they did not have the interpersonal skills necessary to work with the mentally ill; others left the area, changed jobs, became ill; or cited other personal reasons for dropping out.

The dates and attendance of the tutor training sessions were:

I: February 21 and 28; Saturdays all day; attendees = 9

II: March 16, 18, 23, 25, 30; weekday evenings; attendees = 11

III: May 26, 28, June 2, 4, 9; weekday evenings; attendees = 11

IV: September 17, 18; weekdays allday; attentees = 5

V: September 24, 29, October 1, 6, 8, weekday evenings, attendees = 10

All volunteers were also required to participate in a mental health orientation, at which they learned about mental illness and specifically the young chronic mentally ill adult. Treatment modalities, including psychopharmacology, were discussed; tutors were told of the possible effects of medication on the learning process. Tutors also were taught ways to adapt reading instruction to the needs of a special population.

The mental health orientations took place on March 21, April 13, June 11 and October 3. An agenda is included in Appendix IV.

In addition to the mental health orientation session, all tutors received a copy of Surviving Schizophrenia by E. Fuller Torrey, a highly effective introduction for the layman on schizophrenia, and other psychiatric illnesses.

After the volunteer tutors completed their training and orientation, an attempt was made to match each of them with a literacy student living or working in the same geographical area as the tutor. At times there was no appropriate student available at the volunteer's preferred tutoring site, so some tutors could not immediately be matched with students. In certain areas of the state, few tutors were available, and literacy students were placed on a waiting list for tutors. Tutor/student pairs pledged to meet for two hours of tutoring a week. In practical terms, however, the length of the tutoring sessions was determined by the amount of time the student could tolerate the level of concentration required in a structured reading program. Ongoing support of tutors included two newsletters, a program update and a tutor recognition event, and numerous phone calls. (See Appendix V for copy of Newsletter). Tutors were also encouraged to keep in contact with the students' case managers and clinical coordinators regarding problems with students behavior, attendance and adequate tutoring space.

The Independence Through Literacy Program is unique among volunteer tutoring programs because of the special population we serve. We have found that recruiting volunteers to work with the mentally ill is very difficult. Special training is necessary, and many volunteers do not feel qualified for this work when they learn of the challenges they might face. Student behavior might occasionally seem unusual or

even bizarre to the tutor; use of psychiatric medications could cause side effects which would make the student drowsy or agitated and interfere with learning. Student progress is often extremely slow because of the combined effects of the mental illness and the necessary treatment. Tutors with very good intentions sometimes find the slow progress frustrating, and for them a volunteer placement at another agency is more appropriate. Other unexpected difficulties have also arisen. During the grant period, the discovery that a student at one of the tutoring sites had been previously diagnosed with AIDS led to a great deal of anguish for both tutor and student. That particular match did not continue at the student's request. And despite attempts to develop a fair policy regarding communicable diseases, the hospital's legal counsel advised that any disclosure in recruitment would violate the client's right to privacy and that education was the alternative. An AIDS discussion by a clinician has now been incorporated into the mental health orientation provided to each prospective tutor.

ADMINISTRATION AND STRUCTURE

Administration: The project has been a highly cooperative one from its initial inception and proposal writing, involving the RI Department of State Library Services, the Library Resource Center and the Education Department staff of the Institute of Mental Health with additional advice and support from Literacy Volunteers of America - Rhode Island, Inc. The grant program was supervised by Sheila Carlson, Acting Chief of Library Planning, Development and Information Services at the Rhode Island Department of State Library Services who had seven years experience working with institutional libraries. Her

responsibilities included overseeing the project and the expenditures of funds, weekly planning meetings with the Project Director, assisting in the recruitment of volunteers, and arranging for clerical support. She is also a tutor in the program. Janet Laffey has served and continues to serve as Project Director; she has a Masters degree in Special Education, eight years experience teaching the mentally ill and a Bachelor's degree in Hospital Administration. Her duties included establishing and administering the structure within the State mental health system, recruitment of volunteers, arranging tutor training and mental health orientations, testing and selecting clients, making and maintaining matches, providing tutor support materials, planning a recognition event and an in-service training, and post-testing and evaluation. The Coordinating Librarian and the Education Department staff of the Institute of Mental Health as well as the Executive Director of LVA - Rhode Island, Inc. have continued to play important advisory and supportive roles.

Structure: The mental health system in Rhode Island consists of the Institute of Mental Health, which provides in-patient services, and Community and Support Services, which provides community-based services to the mentally ill, the majority of whom live in community settings. Rhode Island is divided into ten catchment areas, each of which has a community mental health center to serve residents of that area. Each community mental health center operates its own day treatment and residential programs, in which clients are taught the skills necessary for independent living. Literacy training can be a valuable part of the overall rehabilitation program for the adult with mental illness, because the ability to read is not a distinct basic skill but a vital component of the spectrum of skills necessary for effective social

functioning. These skills include reading directions on prescriptions and over-the-counter medications, instructional and danger signs, job applications and job-related materials; shopping for food, clothing, and housing; and following recipes and understanding instructions on cleaners and other household products. It is also apparent that the ability to read is very important to the client who needs to develop vocational skills.

The executive directors of the community mental health centers recognized the value of the literacy program for their clients, and all agreed to make a commitment to participate in the program. Each executive director provided $300 for adult education materials to be used by tutors and students (the Project Director researched available materials, provided a bibliography and assisted in the ordering of these materials. A list is included in Appendix VI.) The directors also designated a staff member, usually from the day treatment program, to be clinical coordinator for the literacy program. The responsibilities of the clinical coordinator include obtaining referrals for clients to be screened for the program, providing space for tutoring and secure storage of materials, keeping records of hours tutored, and acting as liason between tutors and students. Clinical coordinators report tutoring hours monthly to the Project Director and are available to discuss new students to be referred, changes that need to be made, and any problems, related to the literacy program, that may arise. This system has worked well and has facilitated the efficient operation of the program.

Advisory Committee: Our 20-member Advisory Committee is chaired by the Library Coordinator of the Institute of Mental Health. It includes representatives from many disciplines involved in the treatment of the

mentally ill. The Institute of Mental Health is represented by individuals from nursing, psychology, patient education, social work, and library services. Community service agencies are represented by day treatment program directors, the executive director of a community mental health center, a workshop director, a job coach supervisor, and other employees of community mental health centers. In addition, a literacy volunteer is a member of the Advisory Committee, as are the Executive Director and the Field Services Representative of Literacy Volunteers of America--Rhode Island, the Acting Chief of Planning, Development and Information Services and the Supervisor of Institutional Library Services of the Department of State Library Services. This program has been a highly cooperative effort of representatives of a number of disciplines as well as the three sponsoring agencies. The members of the Advisory Committee were instrumental in helping to develop the Measures of Psychosocial Adjustment, which consist of the Rosenberg Measure of Self-Esteem and the New Jersey Standard Level of Functioning Scale, as well as Suggested Competencies, developed by Literacy Volunteers of America, to assist students in generating literacy-based goals. The Advisory Committee provided assistance with coordination and planning for the program, especially in the all-important early stages of implementation.

LVA Affiliation: The program has become a provisional affiliate of Literacy Volunteers of America, Inc., a nationwide association of literacy programs based in Syracuse, New York. Our affiliate name is Literacy Volunteers of America--Rhode Island Mental Health. The state LVA program, Literacy Volunteers of America--Rhode Island, Inc., has provided us with expert advice on volunteer recruitment, tutor

training, and the effective management of a volunteer program; we have used LVA materials for training tutors and testing students.

BUDGET, FEDERAL FUNDS SPENT

	Coordination and Planning	Training	Total
PERSONNEL	18,657.82	1,500.00	20,157.82
TRAVEL		109.20	109.20
SUPPLIES	126.00	839.67	965.67
	18,783.82	2,448.87	21,232.69
		AUDIT	+24.95
		TOTAL	$ 21,257.64
		TOTAL REQUESTED	$ 24,949.00

The total expenses incurred were $ 3,691.36 less than requested. $383.33 less was spent on supplies due primarily to discounts provided for purchasing in large quantities. The salary of the Project Director was $3,342.18 less than requested as the Project Director needed less that thirty-five hours per week to fulfill her responsibilities. The Project Director's activities varied somewhat from what had been anticipated in the grant proposal. A great amount of time was spent in recruiting volunteers throughout the grant period but fewer volunteers than planned were actually recruited, as explained previously in the narrative. Less time was needed in total on the part of the Project Director to administer the program given the fewer matches. However, we feel strongly that we made as effective an effort as we could to increase the number of volunteer tutors and more hours spent by the Project Director in recruitment efforts would not have led to a larger

pool of volunteers.

BUDGET BREAKDOWN

Personnel (Coordination and Planning) -- Project Director at $12.088 an hour over a 14 month period (December 15, 1987 to February 11, 1988). $22,000 was requested; $18,657.82 was spent.

Personnel (Training) -- $ 1,500 Five tutor training series were held as planned. The LVA training fee was $300 per series. $ 1,500 was requested and $ 1,500 was spent.

Travel -- $ 109.20. LVA trainer travelled a total of 546 miles to present the five tutor training series. $ 100 was requested; $109.20 was spent.

Supplies (Coordination and Planning) -- Two LVA READ tests and 100 LVA READ test answer pads were purchased. We had intended to purchase two reading test kits from another source before determining that the LVA materials would be better for our purposes. $ 152 was requested; $126 was spent.

Supplies (Training) -- Sixty copies of Surviving Schizophrenia were purchased for $ 382.63 with discount from Baker and Taylor ($477 requested). 53 of these copies have been distributed. 55 copies of tutor materials, including the tutor book, pin, card certificate and tote bag were purchased for a total of $457.04 with LVA discount ($720 had been requested). 49 of the training packets had been used as of February 11. The remaining 7 copies of Surviving Schizophrenia and the remaining 9 tutor packets were used at the next tutor training scheduled for April 12 - 28. The total requested for this category had been $ 1,197; $ 839.67 was spent.

Audit -- This was not included in the initial grant request. An

automatic charge is made by the State of Rhode Island equaling .001% of the total grant.

PRE-TESTING

When a client is referred for possible participation in the literacy program, the Project Director administers the Literacy Volunteers of America (LVA) READ Test, which was specifically developed to determine the reading grade levels of adult learners. If the potential student is found to read at the fifth-grade level or below, he or she is eligible for the literacy program. Eligible students also complete, with a community mental health center staff member, the Measures of Psychosocial Adjustment, a multi-page form designed to measure the student's self-esteem and level of social functioning, as well as to determine the student's literacy-based goals. (See Appendix VII for copy of Measures.) As of February 11, 1988, 90 students had been tested and 54 were found eligible.

POST-TESTING

Both the LVA READ Test and the Measures of Psychosocial Adjustment were used as post-tests as well as pre-tests, enabling us to measure positive and negative changes occurring during a specific period of time. At the end of the grant period, only eight students had completed six to nine months and at least 20 hours of tutoring. LVA recommends that testing not be done for a period of less than six months. The literacy post-testing results were more positive than the psychosocial post-testing results. Section III of the psychosocial measure which includes the clinicians' subjective evaluations tends to be more positive. A difficulty we have noticed with the psychosocial

measures is that there is a high staff turnover of case managers. For six out of eight of the students tested, the person administering the pre-test was not the same person who administered the post-test. In a larger sample this would be less of a problem. Overall we feel that the test group has to be larger and the tutoring longer in order to provide adequate evaluation with this kind of client; despite extensive recruitment efforts, this was not possible. Fortunately, that will be possible now that the program will be funded on an ongoing basis.

Results of post-testing of the eight students who have completed six to nine months and at least 20 hours of tutoring are included below.

LVA READ TEST RESULTS

Student #	Word Recognition	Reading Comprehension	Listening Comprehension
1	+1	+1	0
2	0	0	0
3	+1	+2	0
4	0	-2	+2
5	+10	+9	+4
6	0	0	0
7	0	-1	+8
8	0	+1	+2
Average	+1.5	+1.75	+2

The results of this post-test are expressed in LVA READ Test levels. Each level on the READ Test represents one-half of a reading grade level. The eight students tested were involved in the program for six to nine months and received an average of 43.4 hours of

tutoring. Six of the students made progress; one of these students achieved exceptional results.

PSYCHOSOCIAL MEASURE PART I
ROSENBERG MEASURE OF SELF-ESTEEM

Item # / Student #	1	2	3	4	5	6	7	8	9	10
1	+1	+1	+1	+1	-1	0	0	0	-1	-1
2	+1	+1	+1	+1	0	+1	+1	0	-1	0
3	0	+2	-1	-1	+2	-2	-2	-1	-1	-1
4	0	0	0	0	+1	0	0	+1	0	+1
5	+2	+2	+1	0	0	+1	+2	+1	+3	+1
6	0	-1	0	0	0	-1	0	+1	0	+1
7	0	0	0	-1	-1	-1	-1	-1	-2	-1
8	0	-1	-1	-1	-1	0	+1	-1	-1	-1
Change	+.5	+.5	+.125	-.125	0	-.25	+.125	0	-.375	-.125

The Rosenberg Measure of Self Esteem uses positive and negative statements, with which the student must agree or disagree, to measure self-esteem. The student must indicate whether s/he (1) strongly agrees, (2) agrees, (3) disagrees or (4) strongly disagrees with the statement. Change is measured by comparing student answers on the pre-test and post-test and by determining the degree of positive or negative change in the response. The overall increase was .38 with four students showing positive change, three students showing negative change and one student showing no change.

PSYCHOSOCIAL MEASURE PART II
NEW JERSEY STANDARD LEVEL OF FUNCTIONING SCALE

Item #	1	2	3	4	5	6	7
Student #							
1	+1	+2	-1	+1	+1	-1	+1
2	0	0	0	0	0	0	0
3	0	0	0	0	+1	+1	0
4	0	+1	-1	0	+1	+1	+2
5	-2	-2	-1	-1	+2	+1	0
6	0	0	0	0	-2	+1	0
7	+1	+1	-2	-2	0	+1	-2
8	0	+1	-1	0	+1	-2	-1
Change	0	+.375	-.75	-.25	+.5	+.25	0

The New Jersey Scale uses seven statements indicating appropriate social functioning. The student is rated by a clinican on a scale of 1 to 5; a rating of 1 indicates that the statement is highly untypical of the student, and 5 indicates that the statement is highly typical of the student. Change is measured by comparing ratings of the pre-test and post-test and determining the degree of positive or negative change. The average positive change was .13 with 4 showing negative change, 3 showing positive change and 1 showing no change. This section of the test relies heavily on the clinician's evaluation of the student and the results may be affected by the fact that different cliniciians administered the pre and post tests.

PSYCHOSOCIAL MEASURE PART III

In the third part of the measure, clinicians were asked to comment on the student's progress towards his or her literacy based goals that had been identified in the pre-test and to comment on other ways the tutoring has affected the student. Included below are the clinicians comments on the eight students:

Student 1: Goals: read newspaper, read books. Comments: J feels that the program has enabled her to better understand what she reads and has allowed her to read more articles in newspapers, rather than just headlines. J has shown interest in continuing with program. Her involvement with program has increased her self-esteem.

Student 2: Goals: read job-related materials, fill out applications, read recipes, newspapers, vote, understand rights. Comments: J feels he is better able to follow recipes. He still has problems with trying to read newspapers or magazines. J feels he has the base to work on now; he just has to follow through.

Student 3: Goals: increase self-confidence in reading, learn to use community resources such as the library, be able to read the newspaper and understand the stories better, be able to read bills. Comments: (Her) reading has improved to reading in clear sentences rather than just words. Comprehension seems to have improved somewhat when she is able to concentrate. Future plans include use of the library and more frequent use of the newspaper. (Tutor said that)" she discusses books we have read and she has enjoyed. She was pleased when she recognized national figures we had read about on T.V."

Students 4: Goals: help in business activities. Comments: included student quote, "The reading has helped me the most. Being

with my tutor has helped me." She feels that her interaction with (the tutor) has helped her in her other relationships as well. The student's self-image has seemed to improve.

Student 5: Goals: read recipes, read a book with no problems, know the alphabet, follow directions on prescriptions, fill out applications, read mail, go shopping for groceries. Comments: M feels she still has some difficulty reading, recipes, books, etc. M is able to take meds (her medication) without assistance. M is better able to identify groceries. M has had a wonderful relationship with her tutor. (Her) self-esteem greatly improved. (She) feels much more confident and is better able to cope with independent living skills.

Student 6: Goals: Get a good job, get a driver's license, read wrestling magazines, read books, read road signs, read mail, read horoscopes in newspaper. Comments: K looks at newspaper on daily basis and reads horoscopes to peers and staff. He has also increased visits to library. Staff has noted an increase in K asking for clarification on meaning of words or meanings behind messages in comics/stories, etc. --increased comprehension. The relationship that K had with his tutor enhanced his social skills/communication. K developed a trusting friendship with this man and identified him as a role model. K has shown improvements towards reaching his goals through this literacy program.

Student 7: Goals: read newspapers, books at the library, magazines, mail, letters. Comments: Client has progressed to the point of sentence and word identification of elementary words. Client is a willing student and eager student and given enough time client will progress.

Student 8: Goals: read newspaper, feel better about himself,

perform jobs better, help feel less nervous. Comments: vocationally -- we have not noted any change in R's ability to perform differently on the job. R still has difficulty in performing demonstrated job procedures. It is difficult to identify the affects of tutoring on R due to his continued low self-esteem and limited socialization. The effects are slow. R should continue to move towards increased literacy goals.

LIBRARY COMPONENT

As planned in the grant, tutors were encouraged to introduce their students to the library after nine months of tutoring. This was done by distributing two reading level versions of a library lesson to the tutors to be used with the students and assisting the tutors in visiting the library with their student. All other tutoring activity had been planned when a mental health professional was close at hand. A member of the day treatment center staff or Janet Laffey, Project Director, offered to accompany the tutor and student on this visit. However, none felt that that was necessary. After nine months, the tutors felt that the relationship was stable enough to warrant a trip to the library unaccompanied. The library component will continue to be a part of the ongoing component.

WORKSHOP

A workshop for mental health professionals and institutional librarians was held on February 17, 1988. There were seven speakers representing all the different roles involved in the project: the

Project Supervisor, the Project Director, the Executive Director of LVA, a clinical coordinator, a tutor, a student and the Chair of the Advisory Committee. The student, who had made significant gains in both literacy and self-esteem/communications skills, gave an inspiring talk and enjoyed answering questions about the process. The tutor, whose student was making extremely slow progress, spoke about how meaningful and satisfying even small progress was to some of the clients in the program. The workshop was lively and resulted in a good introduction for those who were unfamiliar with the program and a sharing session for those who were involved in it.

OTHER AVENUES TO SHARE

We have been invited to give a presentation at the LVA National Conference in October, 1988. We will have more results to share at that time as well as a broader perspective on the program. We think the project is worthwhile and would like to share the positive aspects as well as help others contemplating similar programs with special needs groups to avoid some of the difficulties and frustrations that we have encountered. We will also make our report readily available to other library and mental health organizations.

CONCLUSION

This has been a successful program according to those who have been involved at the various levels. Throughout the grant period we have stressed the belief that reading is fundamental to all other basic skills and that literacy tutoring should be an ongoing part of

the services provided to the mentally ill both within the institution and in the community. The grant funding gave us the opportunity to demonstrate this and to receive ongoing funding from the Department of Mental Health, Retardation and Hospitals.

In regard to the smaller number of matches made and the much smaller number of those who had completed enough tutoring to be included in the post-testing, our results were disappointing. We did not have a similar model to base our expectations on and in our enthusiasm we, and those we consulted with, thought it would be possible to recruit 60 volunteers within the first few months. Our goal had been 55 matches. We had recruited 46 volunteers over the 16 months of the grant. There are presently 22 active matches and 8 more available volunteers who have not been matched because of distance needed to travel or difficulties tutoring at the time of day convenient to the student. The objective for the coming year is to maintain 40 active matches.

The post-test results were based on such a small number that we feel that results were not conclusive. The Project Director will however continue to administer the post-tests after 9 months of tutoring and make the results available.